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Year 1 Set 27 Prefixes, Suffixes and Contractions

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A Helpful Plan



Ben and Dad unpack a little boat. Ben is unhappy with the dry pool.



The pool is dry, and the boat
will not move. 'It's no use!'
says Ben.



'I'm helpful,' says Ben. 'We
can refill the pool.'



Dad and Ben refill the pool
slowly. Ben can help dad
with the hose.



Ben can push the boat. He
grins with happiness.

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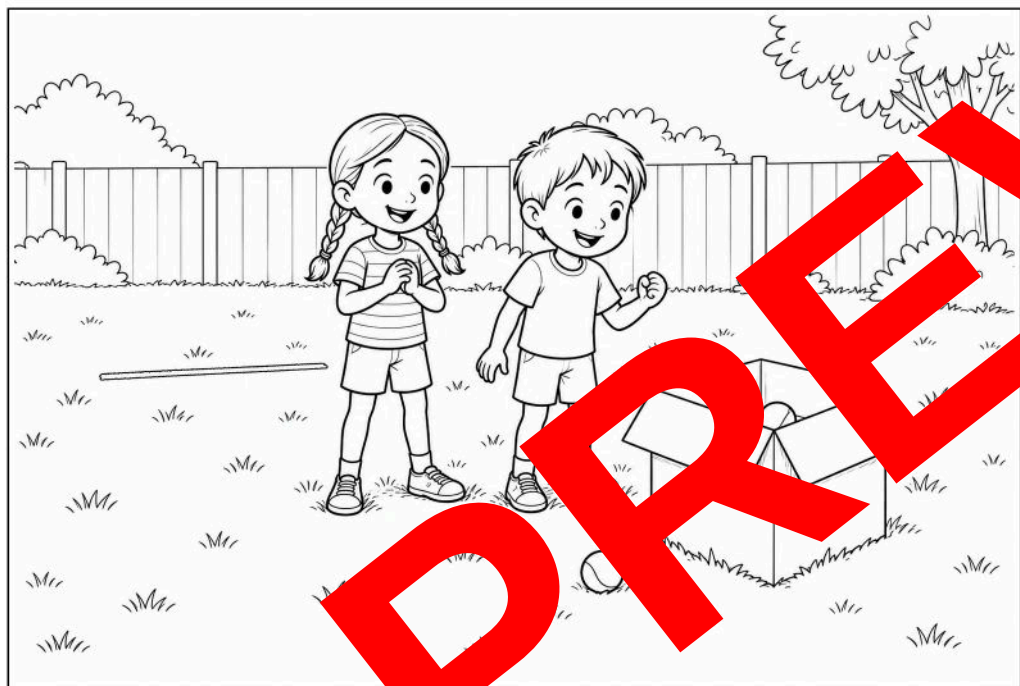


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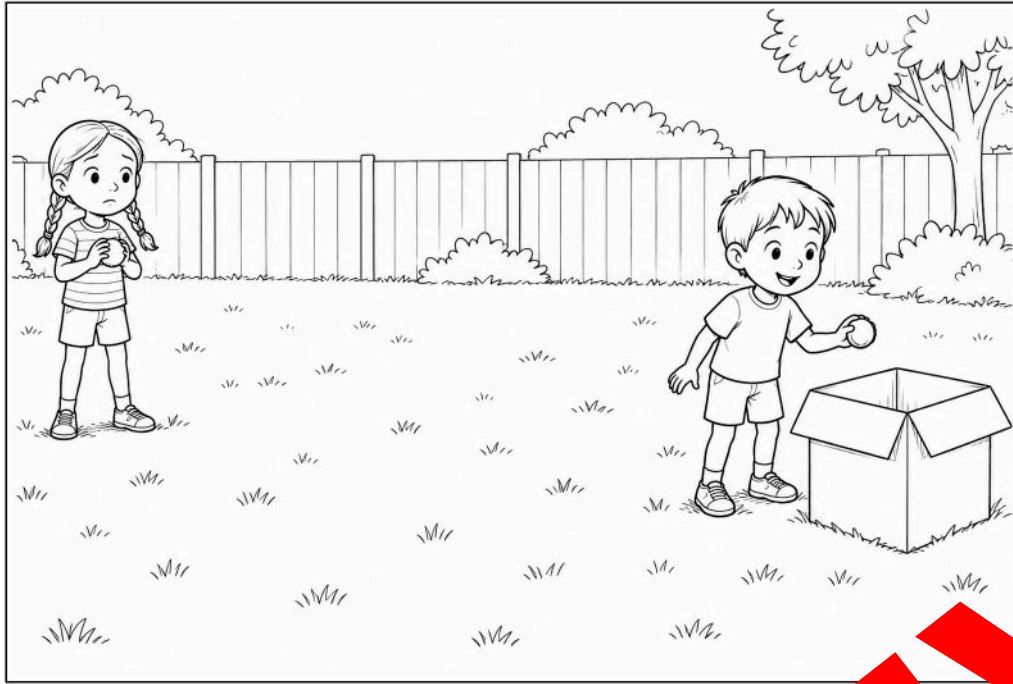


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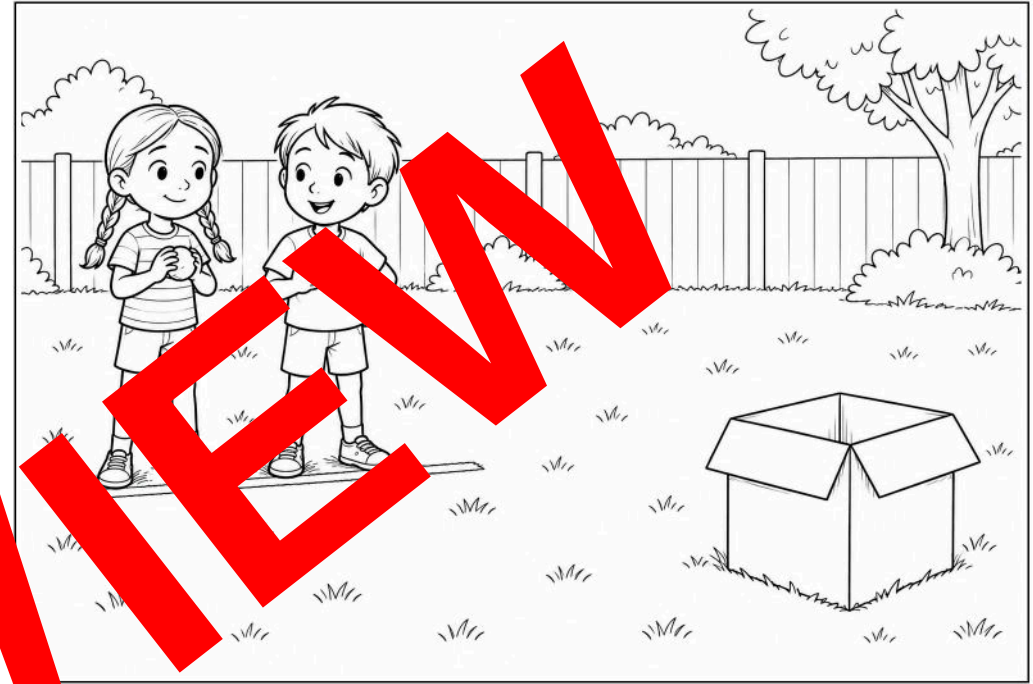
Replay the Game



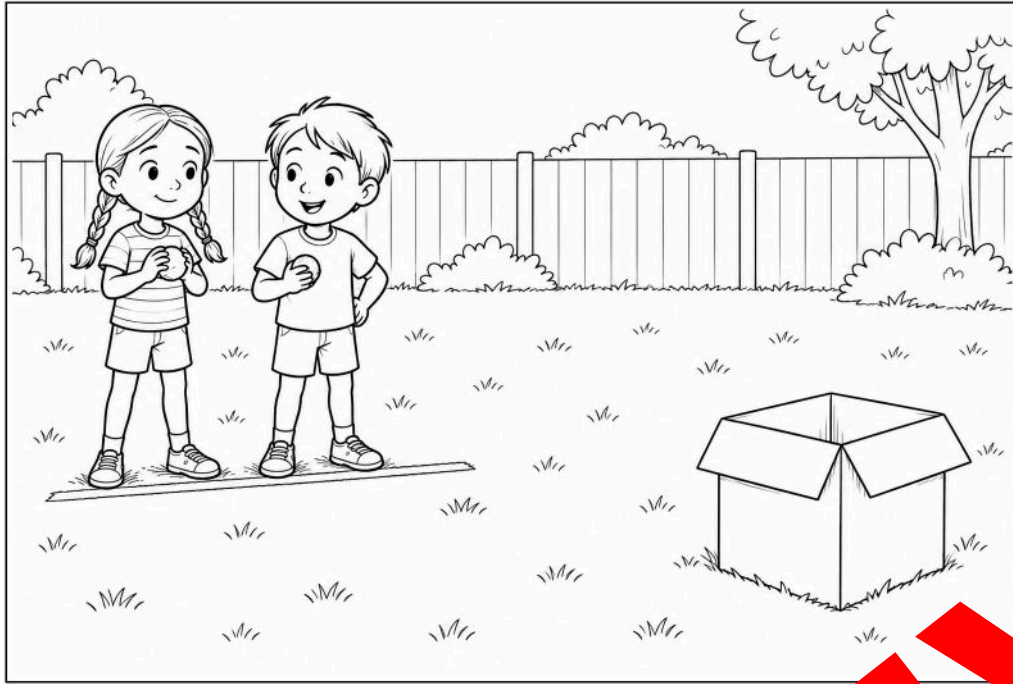
Jess and Kim play a game.
Kim can toss a ball at a big
box.



Kim is near the box, but Jess is not. 'It's unfair!' says Jess.



'Let's retell the rules,' says Kim. 'Then we can replay.'

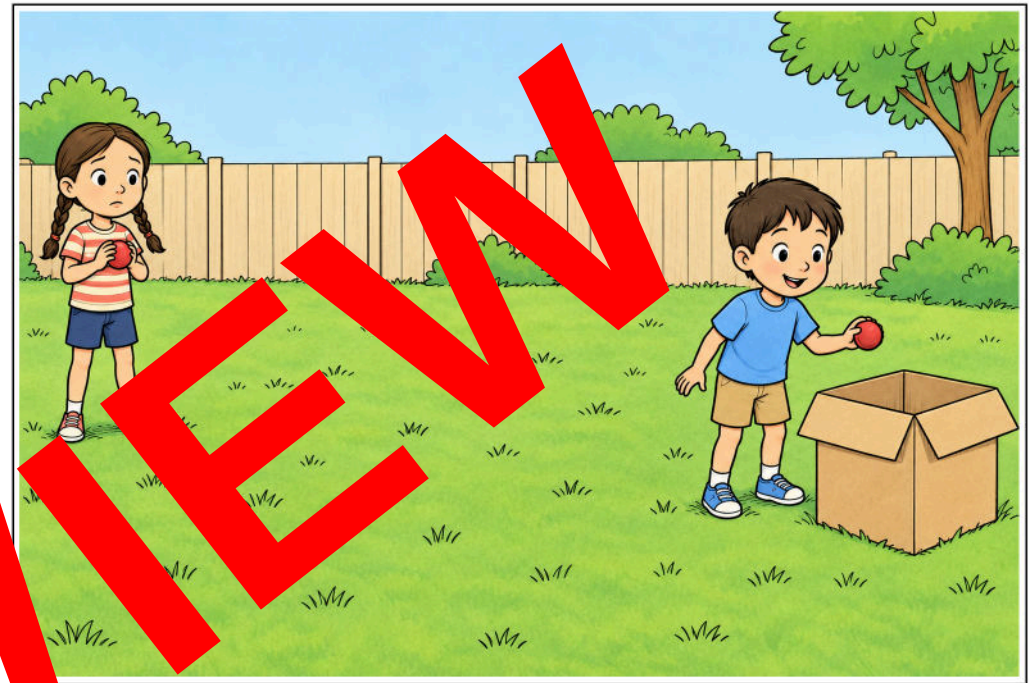


Jess and Kim stand on the same line. Each can toss the ball into the box.

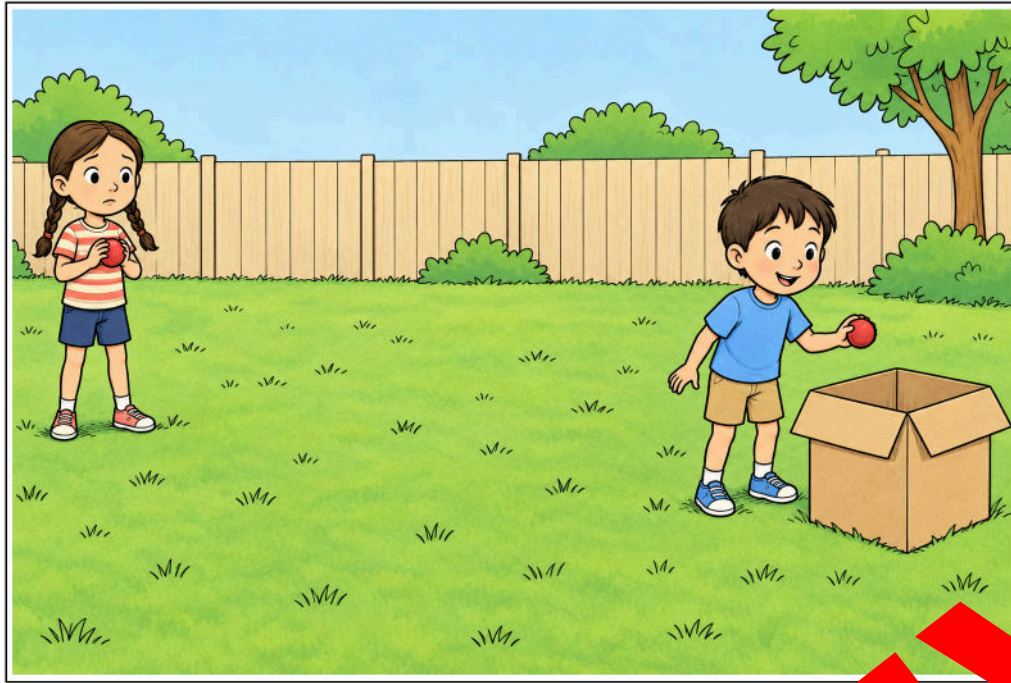


Jess has a bigger smile. 'It's fair!' says Jess. Kim is happy.

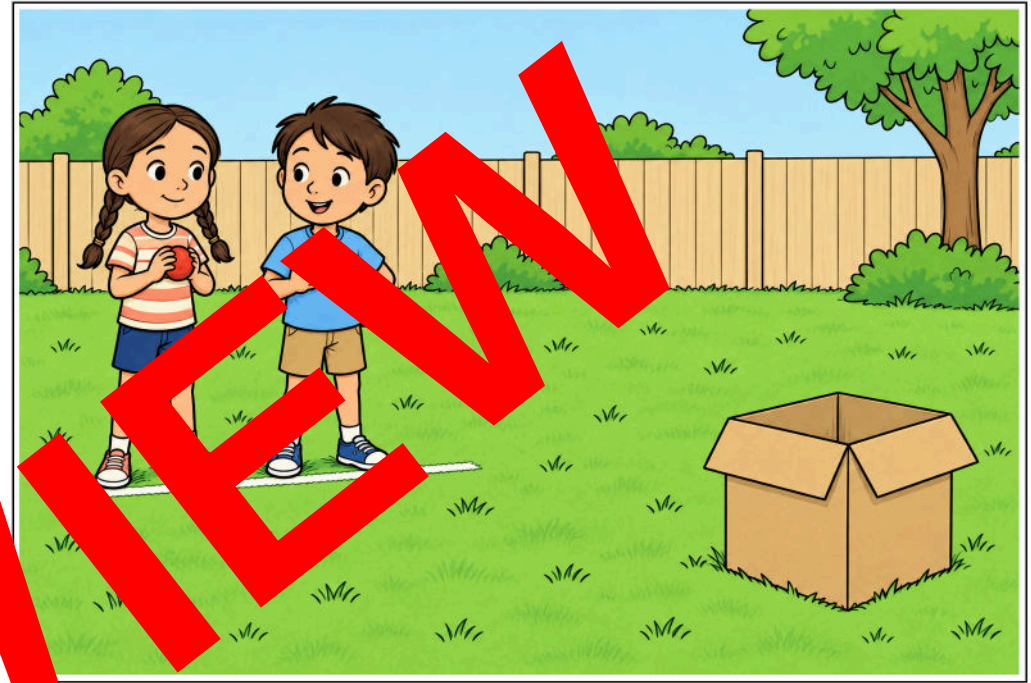
Replay the Game



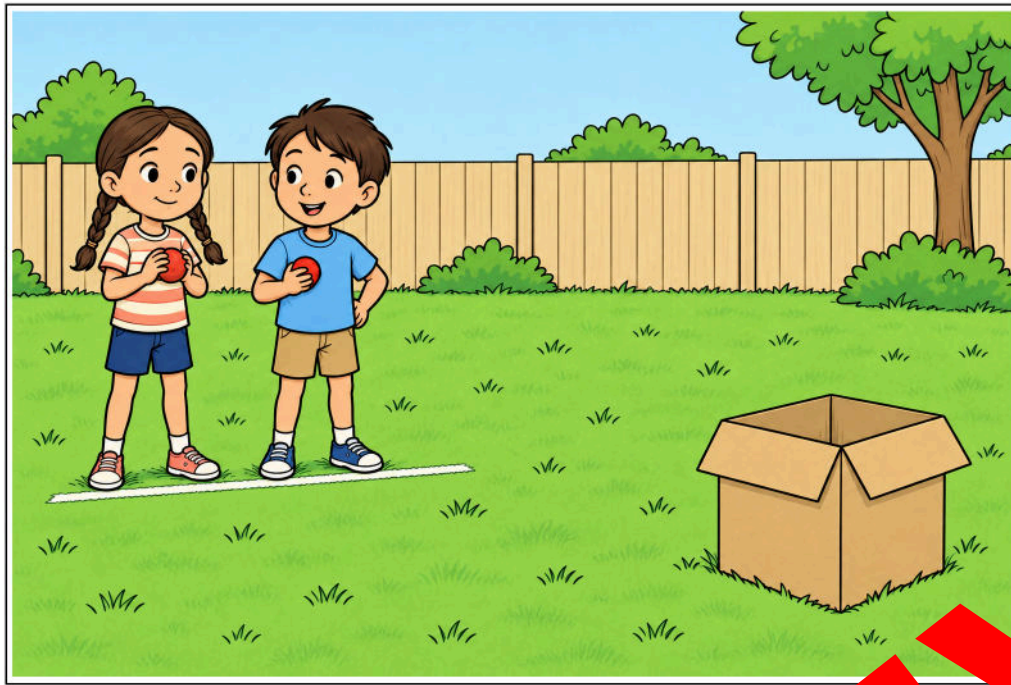
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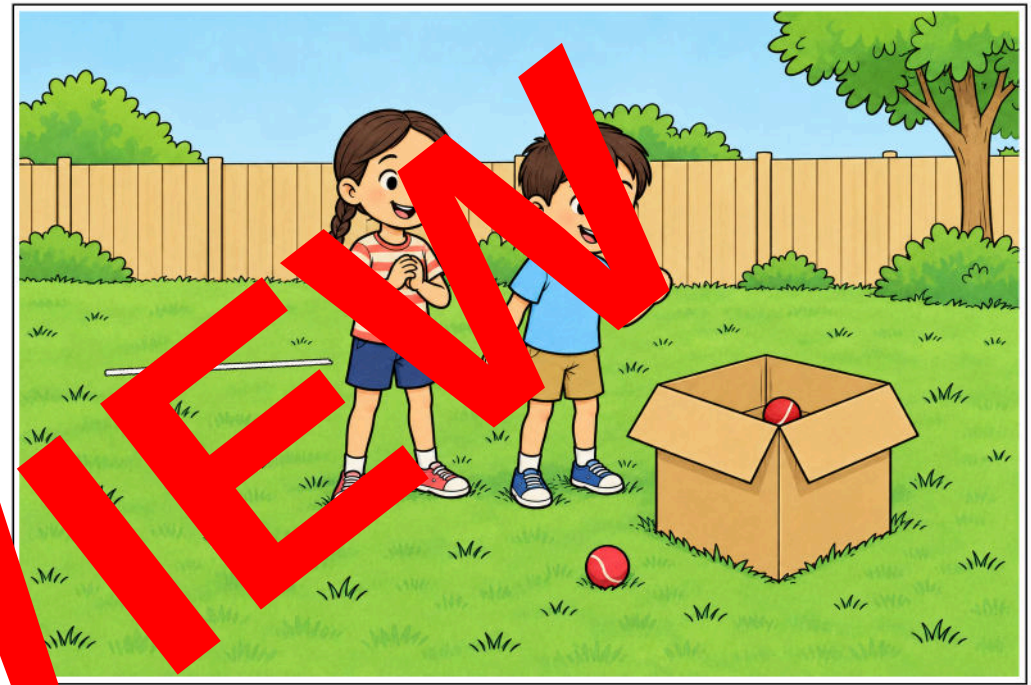
Kim is near the box, but Tess is not. 'It's unfair!' says Tess.



'Let's retell the rules,' says Kim. 'Then we can replay.'

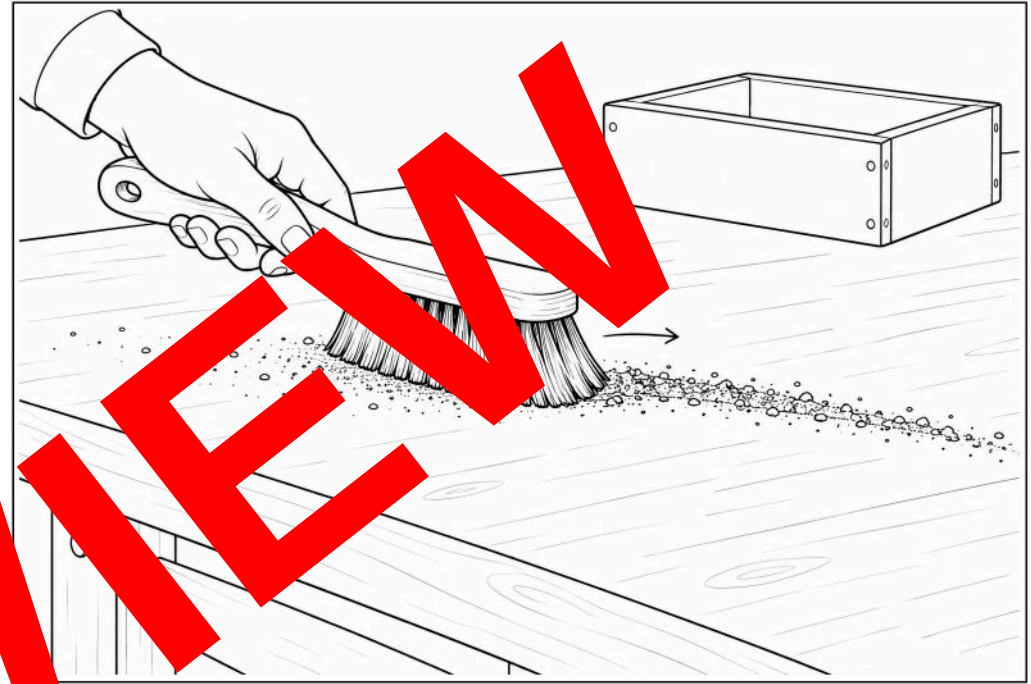


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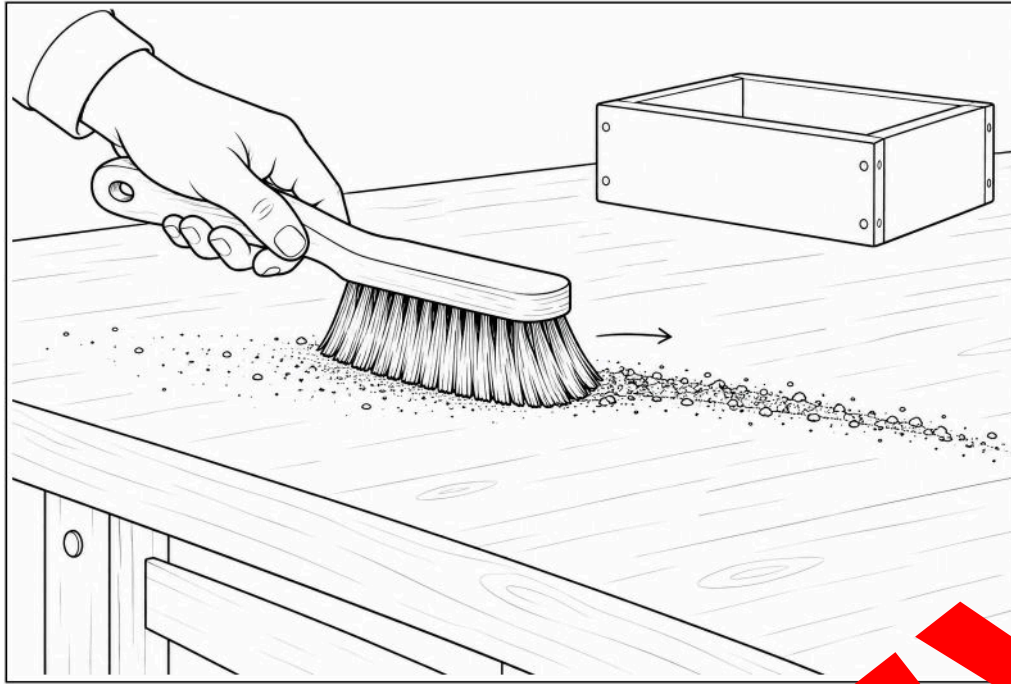


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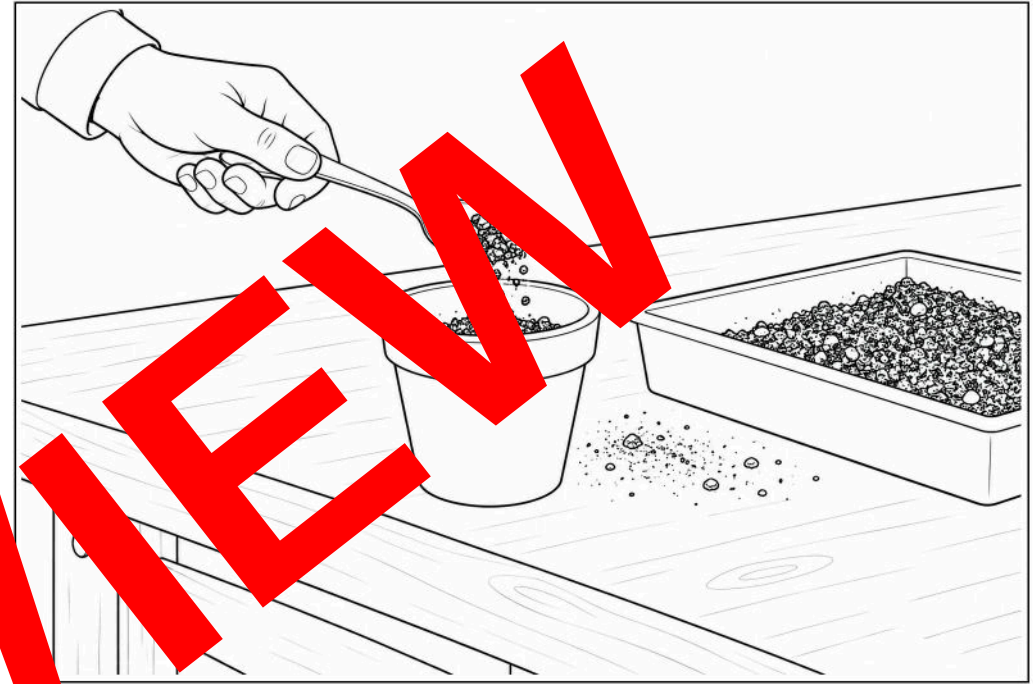
Helpful Tools



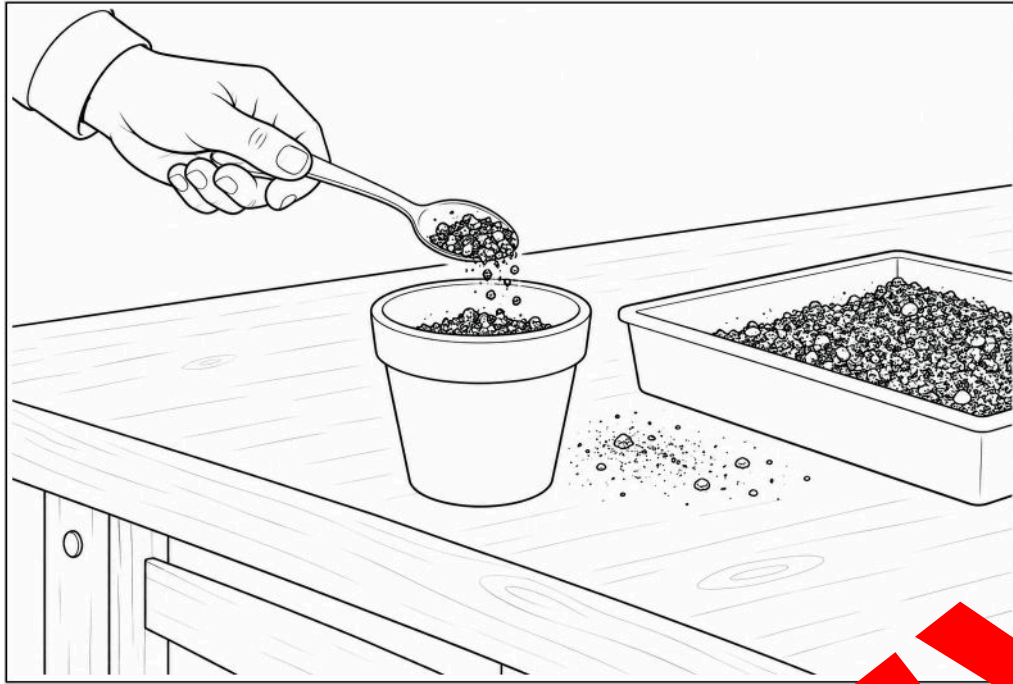
A brush is a helpful tool. The soft brush can sweep up dust.



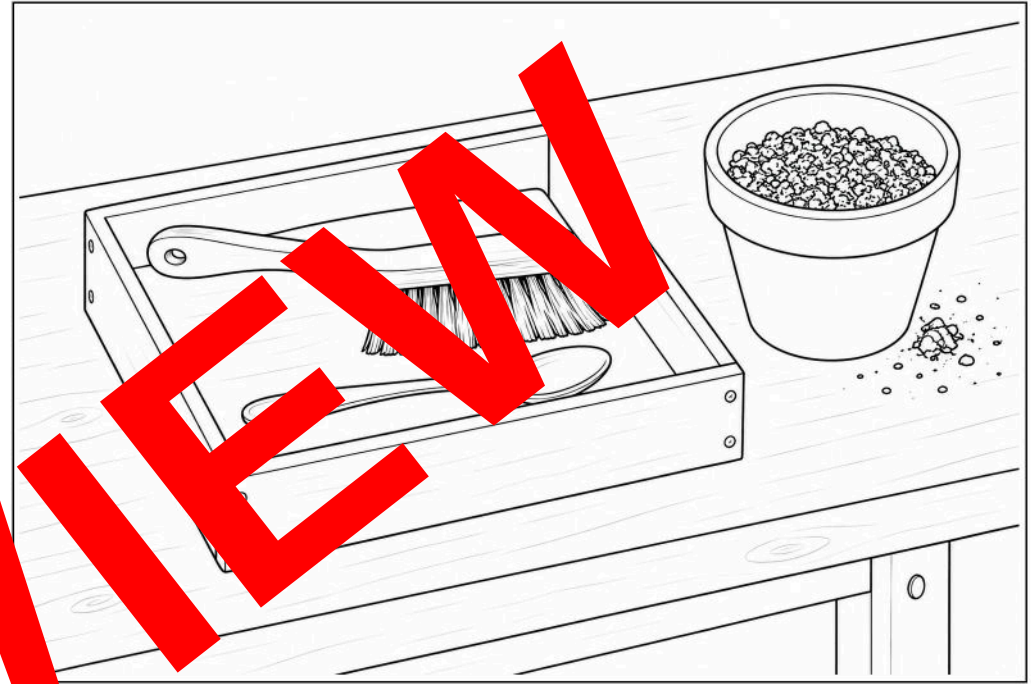
Use the brush slowly. The
dust is in a neat line.



A spoon is a helpful tool. It
can scoop soil.

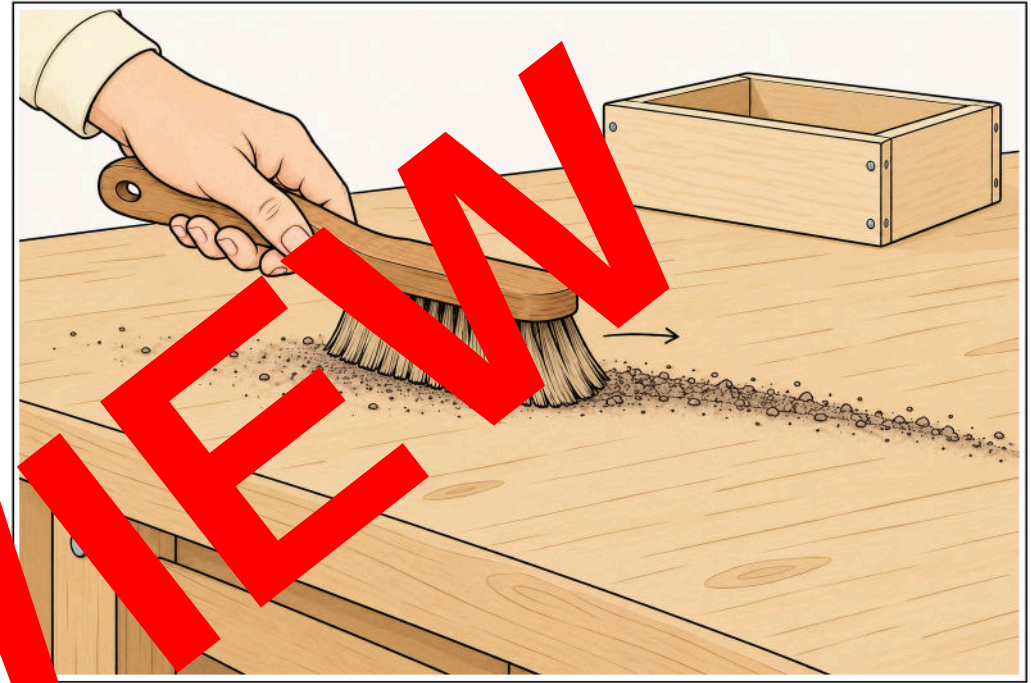


Use the spoon to refill the cup.
A careless scoop can spill beads.

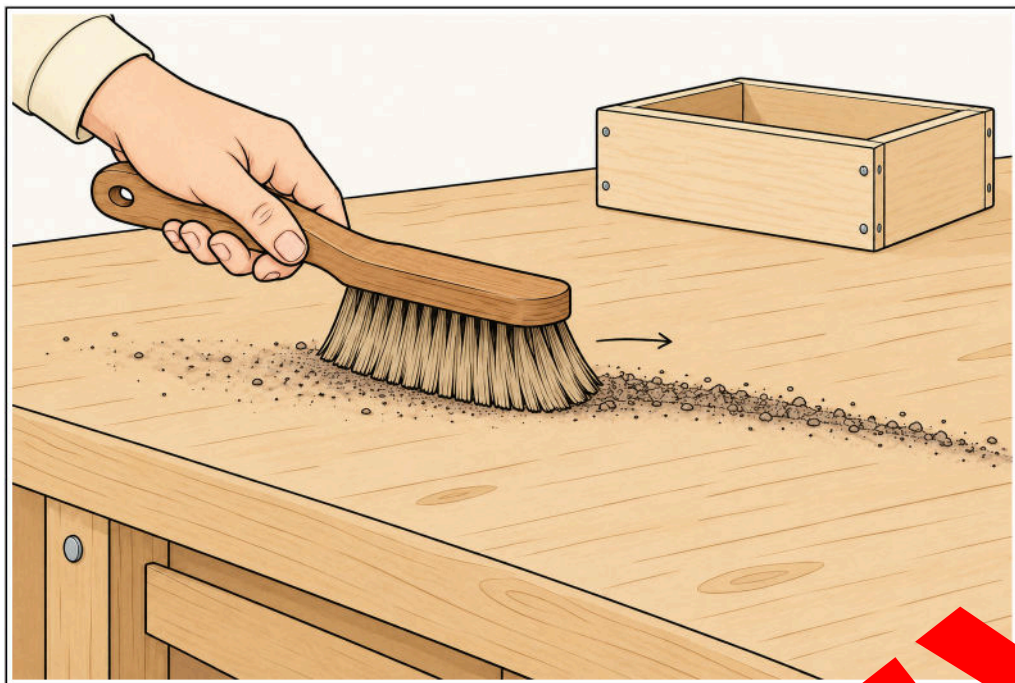


Neatness helps us see each
tool. Put the tools back in the
box.

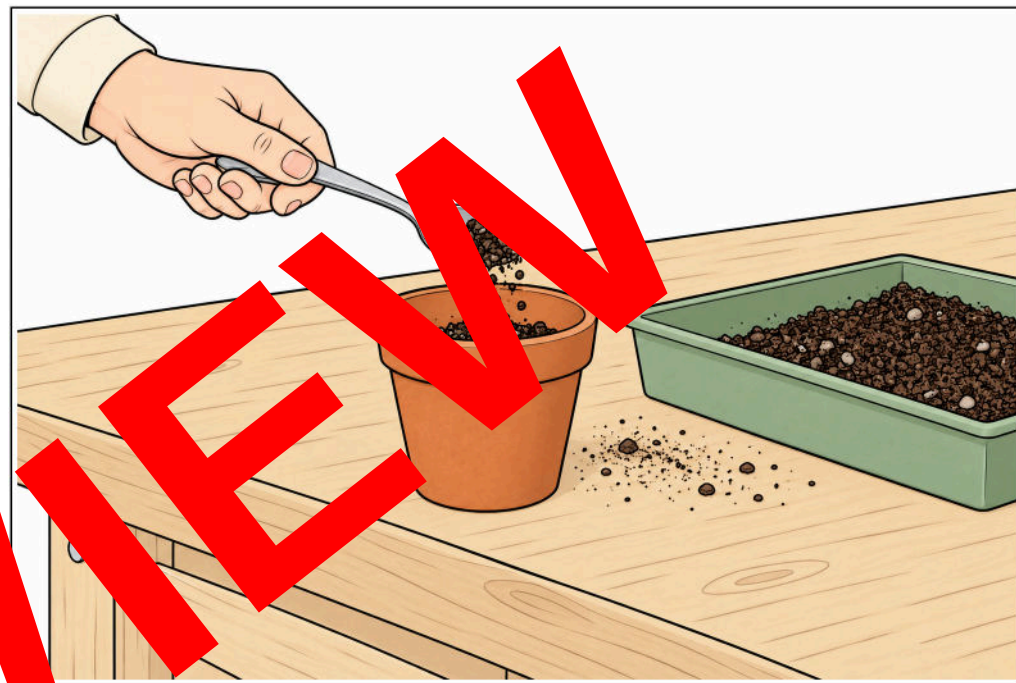
Helpful Tools



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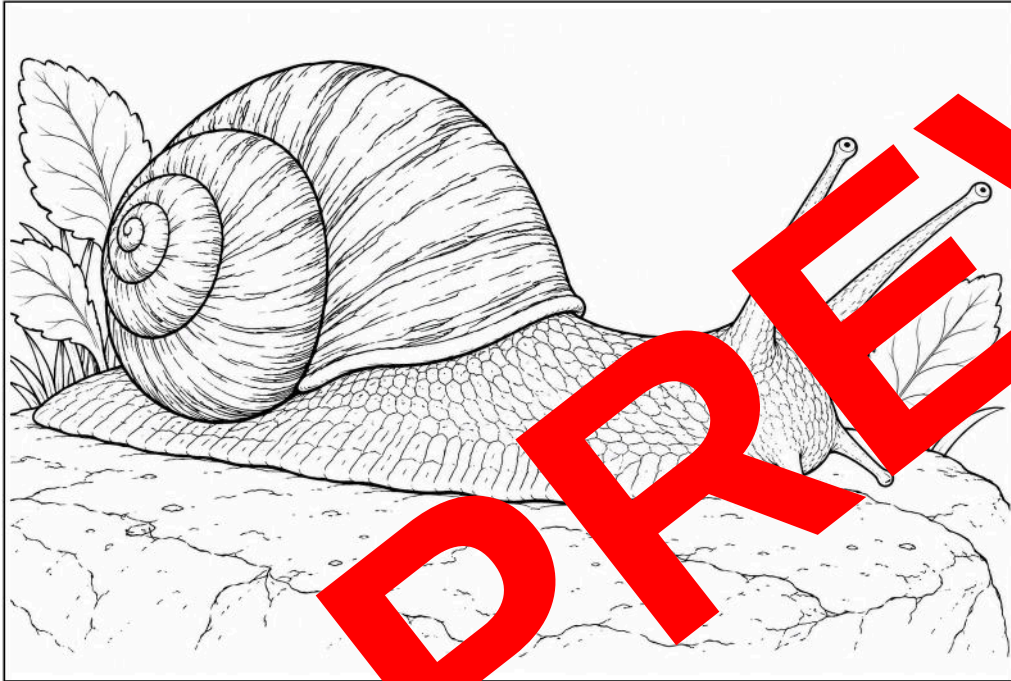


Use the spoon to refill the pot.
A careless scoop can spill soil.

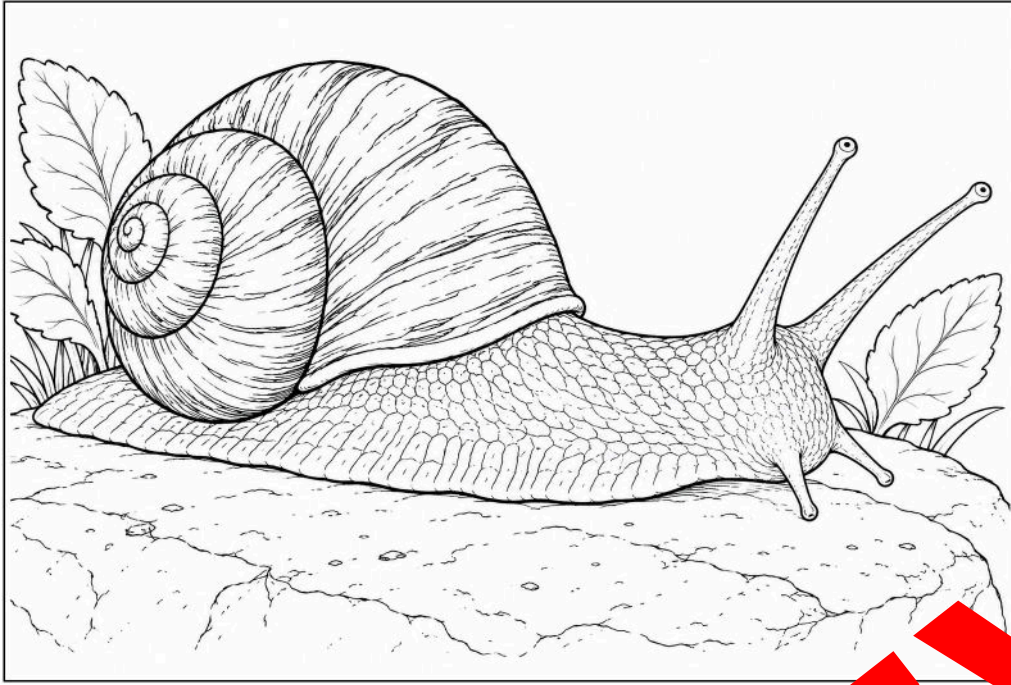


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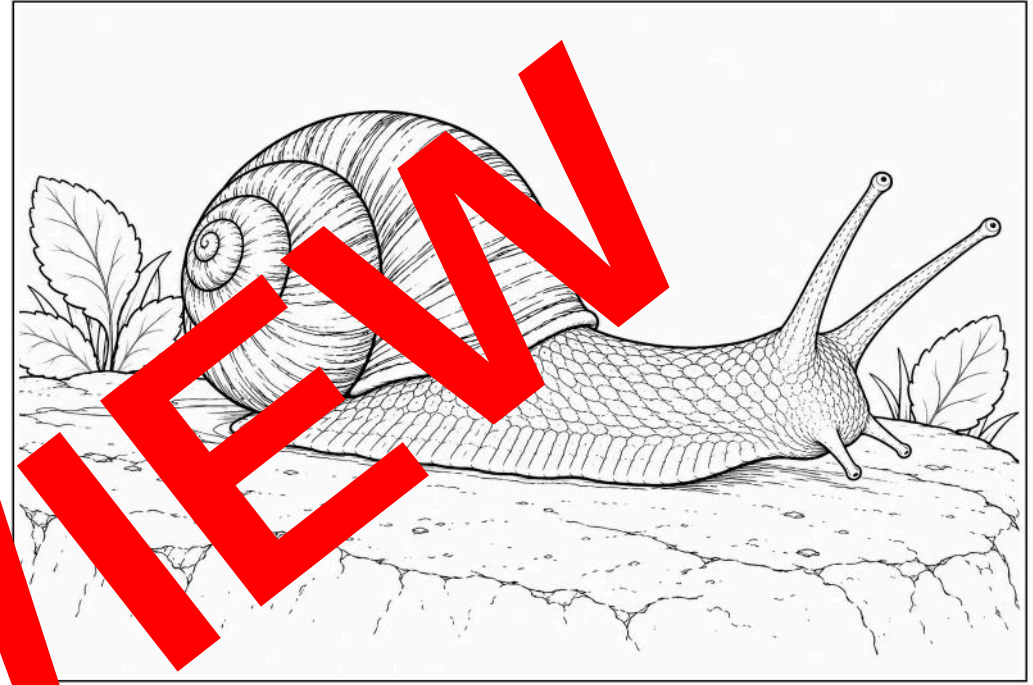
Snails Move Slowly



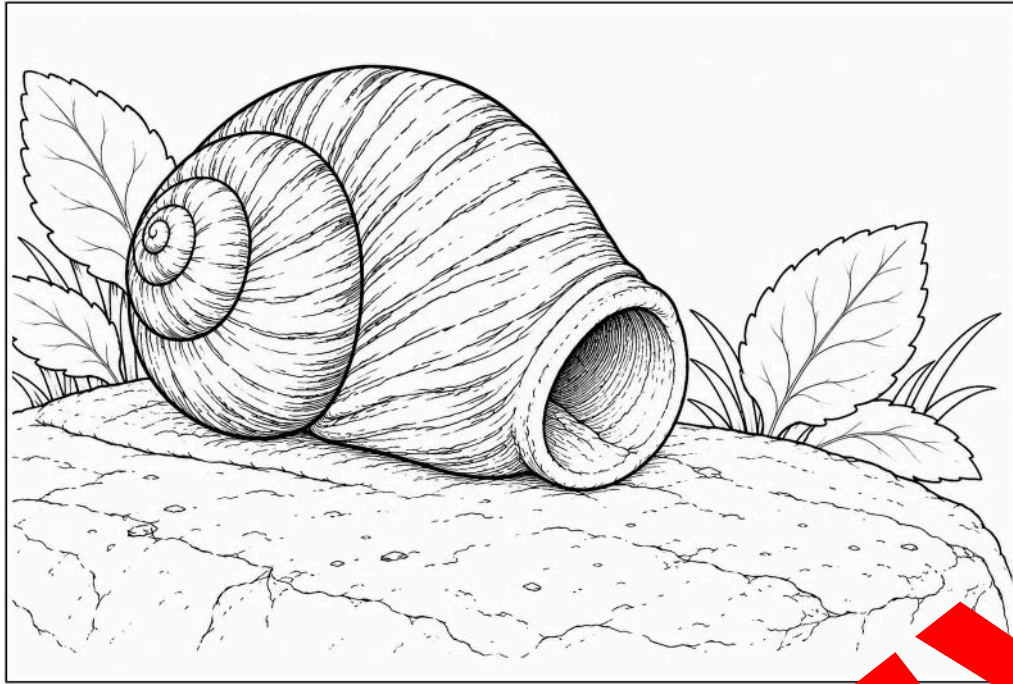
A snail has a soft body. The shell is hard.



A snail has a flat foot. It can
move on this foot.



The snail can make slime. The
slime helps the foot slide.



The snail can pull its soft body in. The hard shell can help keep it safe.

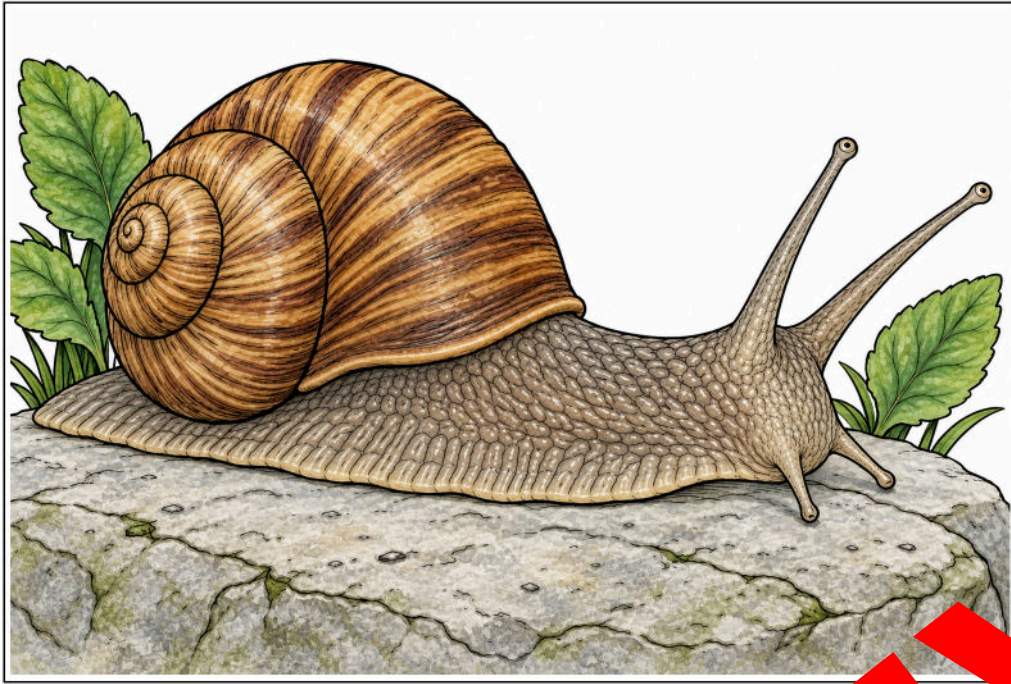


We can look at a snail with care. A careless hand can hurt its soft body.

Snails Move Slowly



A snail has a soft body. The shell is hard.



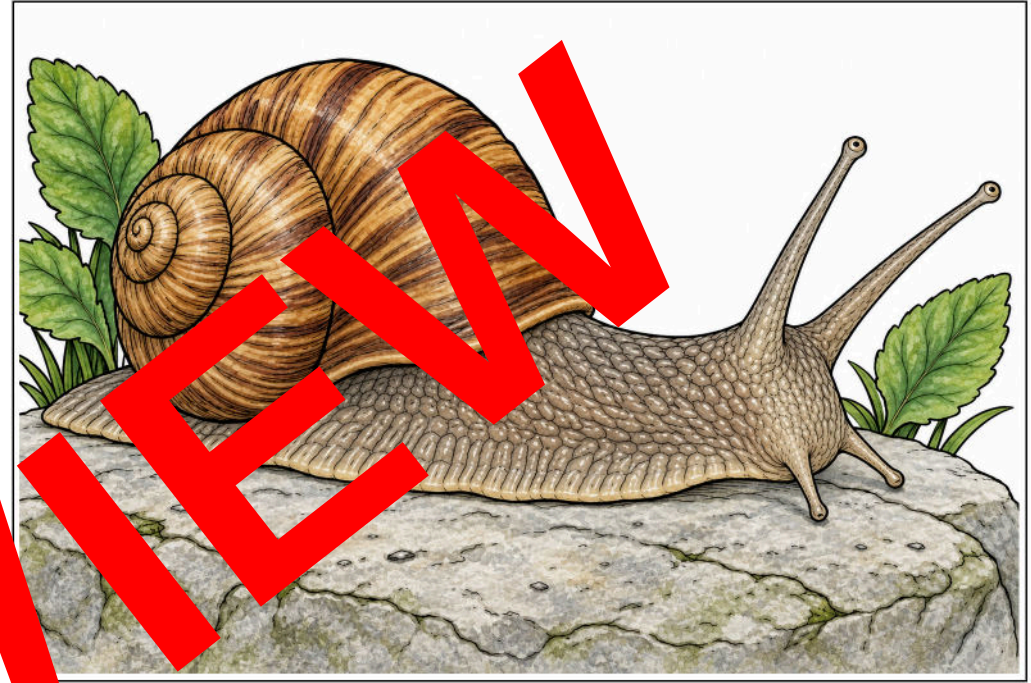
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Teaching and checking

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Before reading

Use after all earlier Foundation and Year 1 steps have been explicitly taught. Revisit long and weak vowels, split spellings, final y, inflections and the drop-e, doubling and y-to-i conventions. Say Ben, Jess and Kim; check their capital letters.

Make the meaning clear

un- can mean not (unhappy) or undo an action (unpack). re- means again (refill). -ful means having a quality; -less means without it. -ness names a state or quality; -ly often tells how an action happens. Model help + ful, hope + less and happy + ness. Keep the n in hopeless; change y to i in happiness. Review long, longer, longest with three real lengths.

Words to teach

Read a naturally as a weak article, or with its strong long-a sound when stressed. In the, th is already taught; support the weak final e in this named word. In me and ve are regular; teach o as long oo. A Helpful Plan and Snails Move Slowly use e, the and move. The other two books use a and the. Teach each before reading.

Contractions

I am becomes I'm (missing a); it is becomes it's (missing s). Let us becomes let's (missing u). Point to the apostrophe: it marks missing letters. Keep capital I. Explain that its in the snail book shows belonging and has no apostrophe. Do not turn the word parts into extra sound dots.

Read, build, then write

Model one item; do next together, then let students try. For a mistake, return to the actual spelling, say the word and blend the whole word and reread for meaning. Ask why Ben needed a plan and how the game became fair. In nonfiction, point to the evidence in the picture and explain the tool or body part.

Quick checks and dictation

Check each sound dot, un-/re- meaning, one-sound chains, ending sorts, sentence order and the apostrophe. Dictate move and happiness; then I'm helpful. and Let's replay the game. Use the response guides on page 8. A sound change alters one phoneme, not a whole word part. Accept a clear, sensible full sentence for the reader response.

Printing and assembly

Print at actual size, single-sided. Reader PDFs are landscape A4: cut down the centre, stack the six numbered A5 pages and staple at the left. Do not fold or use booklet/duplex settings. The companion is ten portrait A4 pages. Cut cards with supervision. Use either matching reader edition; reread for accuracy, meaning and expression.

Say and build word parts

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Say unpack. Hear /u/ /n/ at the start. Say refill: re- tells us to fill again. Say each word part, then blend the whole word.

un-

re-

-ful

-less

-ness

-ly

long

longer

longest

Model: help + ful = helpful

Helpful means able to help. Together, make unpack with un- and pack. Tell how the meaning changes. Now write both words.

helpful

unpack

Blend and read

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Point to each spelling and say its sound. Blend the word. A dot stands for one sound, even when several letters work together.

u n p a c k
· · · · ·

r e f i l l
· · · · ·

h e l p f u l
· · · · ·

c a r e l e s s
· · · · ·

s l o w l y
· · · · ·

h a p p i n e s s
· · · · ·

Read the whole word again. Tell what it means.

Build and write

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Say each word slowly. Cut out the word-part cards. Build the word in the large boxes, then write the whole word.

Model: re + fill = refill

pack

help

ful

un

Build unpack

Build helpful

Change one sound

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read pack, then back. Only the first sound changes. Move along each chain. Say which sound changes; keep the others.

pack > back > sack > sock > lock

sad > mad > mud > bud > bug

Now add u- to lock. Say the new word, then write it. Add un- to pack and write that word too.

lock

pack

Sort the endings

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read each card. Cut it out. Look at the ending, then put the whole card in its matching space. Explain one word.

helpful

hopeless

careless

careful

-ful

-less

Make a sentence

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read the mixed tiles. Make a sentence in the empty boxes. Use the capital and full stop to help. Read it, then write it.

pool.

can

Dad

the

refill

game.

replay

the

Jess

can

Short forms and dictation

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

An apostrophe marks missing letters. Read the two words first. Join them into one short form; keep the meaning.

I am = I'm

missing a

it is = it's

missing i

let us = let's

missing u

Listen and write: move, happiness.

Listen to the first sentence. Say it, then write it.

Listen to the next sentence. Say it, then write it.

Match and respond

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read a word on the left. Draw a line to its meaning on the right. Read the new pair and check that it makes sense.

refill

not happy

unhappy

not just

careless

fill again

slowly

not with care

Think about A Helpful Plan. How did Dad help Ben? Tell a partner, then write a full sentence.

Read, use and reflect

Year 1 Set 27 un-/re-; -ful/-less/-ness/-ly; review -er/-est; simple contractions with explicitly taught punctuation

Read this new passage. Reread it smoothly, keeping the meaning. Point to a word part that helps you.

I'm helpful. I can unpack a box. I can refill a pot slowly. Let's replay the game.

Try these new words. Use the word parts you know. Explain one to a partner.

repack

unzip

softness

joyful

Write a sentence with repack. Read it to check it.

Tell: Which word part helped you most? Why?

Teacher observations: